

Professional Development Coordinators Training

June 2021

Guiding Questions

- What are the responsibilities of the district Professional Development Coordinator?
- Which professional development experiences are required by law?
- What are some considerations regarding *effective* professional development?
- What resources are available from KDE to support professional learning in Kentucky school districts?

Major Responsibilities...

- Use data to plan, design, facilitate and/or evaluate professional learning
- Connect professional learning with effective instructional practices based on student data
- Provide professional learning data to councils, committees and staff
- Collaborate with shareholders to develop a professional development plan and calendar
- Foster capacity building of school leaders, staff and councils to plan and evaluate learning
- Support and assist leaders, staff and councils with planning PL opportunities
- Keep professional development records for certified and administrative staff

Legislative Responsibilities...

- 704 KAR 3:035 Annual Professional Development Plan
- KRS 156.095 Professional Development Programs
- KRS 158.070 Flexible Professional Development and School Calendar
- KRS 160.345 SBDM Roles
- KRS 156.101 Effective Instructional Leadership Act (EILA)



704 KAR 3:035 Professional Development Plan

- Definition of a Professional Development Program
- District process requirement, including a Needs Assessment
- Elements of a Professional Development Plan
- Definition of Professional Development
- Professional Development Coordinator (PDC) Qualifications and Requirements

Designing the Annual PD Plan...

Develop a *Process*...

- Conduct district needs assessment using input from **all** shareholders
- Analyze needs assessment data to develop district and school comprehensive improvement plans (CDIP and CSIPs)
- Design professional development plans that directly align with district and school needs and integrate into improvement plans
- Make plans available to the public prior to implementation

Plan, Implement and Evaluate Professional Learning Needs

PD Plan Diagnostic and Plan Elements...

The PD plan diagnostic

*Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. **A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan***

Each school and local district professional development plan shall contain the following elements:

- 1. A clear statement of the school or district mission
- 2. Evidence of representation of all persons affected by the professional development plan
- 3. A needs assessment analysis
- 4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
- 5. A process for evaluating impact on student learning and improving professional learning, using evaluation results.

Uploaded to eProve during Phase 3 (November 1 – January 1)

KRS 156.095 Professional Development Programs...

- Professional learning should improve instruction:
 - Related to content and responsibilities
 - Aligned with needs
 - Committed to continuous improvement
 - Skillfully and intentionally facilitated
 - Prioritized and monitored
 - Sustainable
- *In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans. The district may use up to one (1) day to provide district-wide training and training that is mandated by state or federal law.*

KRS 158.070 School Calendar

Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that *the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.*

KRS 158.070 Flexible PD Plans

Flexible PD plans are options for certified and administrative staff using the following criteria:

- approved by the local school board
- includes professional learning that is aligned with the classroom assignment/administrative requirements of the individual
- included in the CDIP/CSIP
- approved by district administration
- monitored for compliance by district administration

KRS 160.345 SBDM Councils

- Provide professional learning data to councils, committees and staff
- Foster capacity building of school leaders, staff and councils to plan and evaluate learning
- Support and assist leaders, staff and councils with planning PL opportunities

*The policies adopted by the local board to implement school-based decision making shall also address the following:...(d) **Professional development plans** developed pursuant to KRS 156.095*

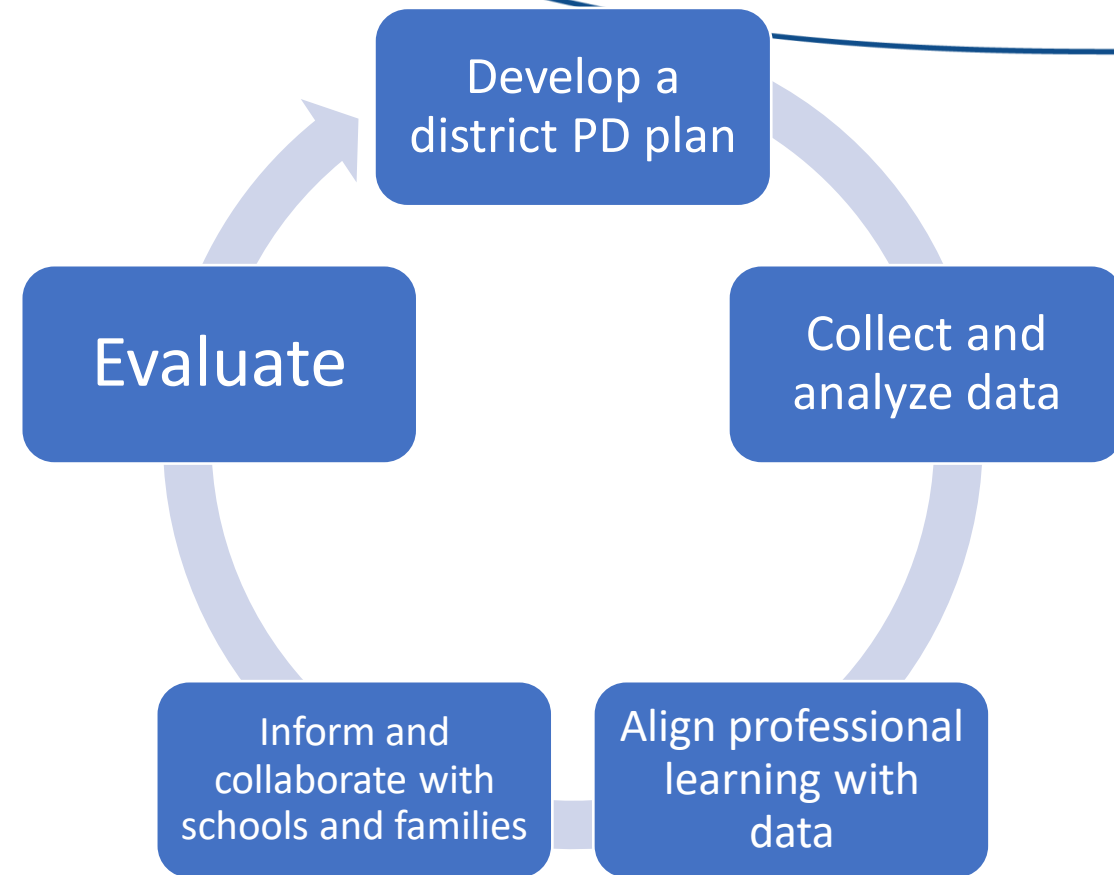
156.095: *In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans.*

704 KAR 3:325. Effective Instructional Leadership Act (EILA)

- Required for certified instructional leaders
 - 21 hours for continuity
 - 42 hours for renewal
- *a local district shall keep on file documentation of compliance with KRS 156.101(4) for each instructional leader employed by the school district, including a copy of all training certificates...by August 30 each year thereafter, the local school district shall report to the Kentucky Department of Education the name of any instructional leader who fails to complete the twenty-one (21) hours of training required under KRS 156.101, the individual's position title, Social Security number, and the number of hours which were completed.*
- *All certificates shall be kept on file for three (3) years by each local district for each participant. If a participant becomes employed by another district, the original file shall be sent to the instructional leader and a duplicate copy to the new employing district.*

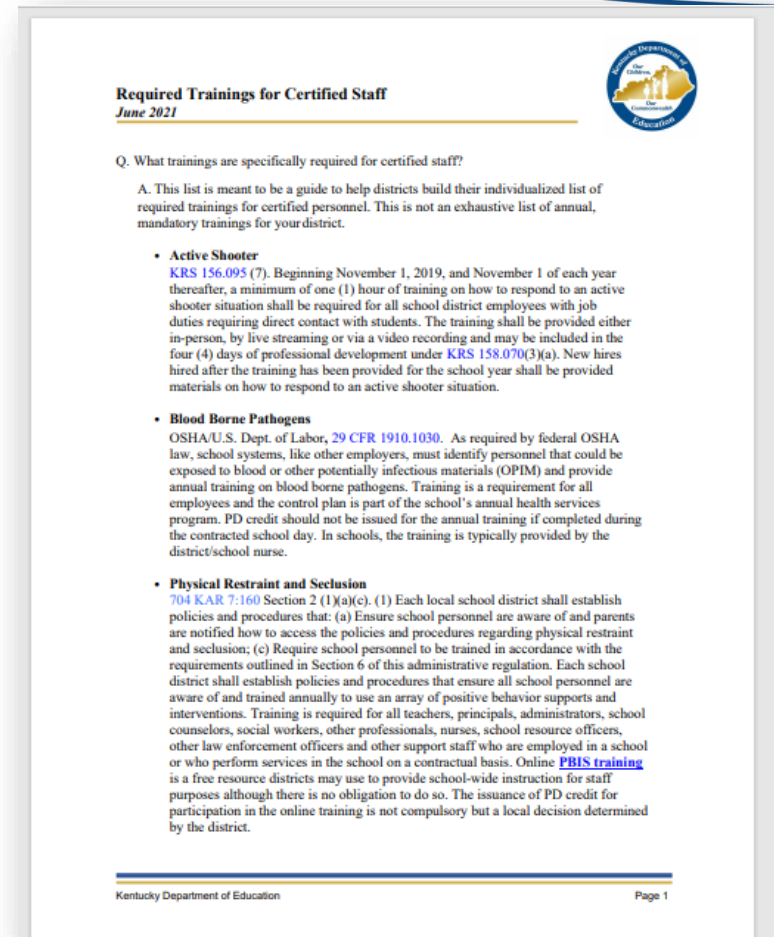
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Required Professional Development...

- Active Shooter Training
- Child Abuse and Neglect Training
- Seizure Disorder Training
- Suicide Prevention Training
- Bloodborne Pathogens Training
- Physical Restraint and Seclusion Training
- First Aid/CPR



Active Shooter Training – KRS 156.095 (7)

By November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students.

Staff hired after the training has been provided for the school year shall be provided materials on how to respond to an active shooter situation.

Active Shooter Resources...

FEMA Emergency Management Institute:

- (<https://training.fema.gov/is/courseoverview.aspx?code=IS-907>)

Department of Homeland Security:

- (<https://www.cisa.gov/active-shooter-emergency-action-plan-video>)

Readiness and Emergency Management for Schools Technical Assistance Center:

- (<https://rem.s.ed.gov/ActiveShooterSituations.aspx?AspxAutoDetectCookieSupport=1>)

Explore Secure:

- (<https://www.youtube.com/watch?v=ZwULI5wMtuY>)

Kentucky Department of Criminal Justice Training:

- (http://media.education.ky.gov/video1/On-Demand2019/KDE-Edit_ASTraining_480a.mp4)

Child Abuse and Neglect Training – KRS 156.095 (7)(a)

The Kentucky Department of Education shall develop and maintain a list of approved comprehensive evidence-informed trainings on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Each local school board shall adopt one (1) or more trainings from the list approved by the Department of Education to be implemented by schools. Training should be completed within 90 days of hire, then **every 2 years** after.

PD credit for this training is determined by the district.

Child Abuse and Neglect Webpage:

<https://education.ky.gov/teachers/PD/Pages/childabuseneglect.aspx>

Seizure Disorder Training

At least one (1) hour of self-study review of seizure disorder materials shall be required for **all principals, school counselors, and teachers hired after July 1, 2019**. This self-study review is a one-time requirement, NOT an annual requirement.

Guidance Resources:

District Health Coordinators Briefcase Webpage

- ***<https://education.ky.gov/districts/SHS/Pages/District-Health-Coordinators-Briefcase.aspx>***

Suicide Prevention Training – KRS 156.095 (6)(c)

A minimum of one (1) hour of high-quality suicide prevention training shall be required every other year for all ***high school and middle school principals, guidance counselors, and teachers***. The training shall be provided either in person, by live streaming, or via a video recording.

When a staff member subject to the training is initially hired during a school year in which the training is not required, the local district shall provide suicide prevention materials to the staff member for review.

Bloodborne Pathogens Training – OSHA/Department of Labor 29 CFR 1910.1030

- School systems must identify personnel that could be exposed to blood or OPIM (other potentially infectious materials) and provide annual training on bloodborne pathogens
- Training is a requirement for all employees and the control plan is part of the school's annual health services program

Physical Restraint and Seclusion Training – 704 KAR 7:160 Section 2(1)(a)(c)

- ***Each school district shall establish policies and procedures*** that ensure all school personnel are aware of and trained annually to use an array of positive behavior supports and interventions. Training is required for all teachers, principals, administrators, school counselors, social workers, other professionals, nurses, school resource officers, other law enforcement officers and other support staff who are employed in a school or who perform services in the school on a contractual basis.
- Online PBIS training is available through KET (PBS) – PD credit is determined by the district.

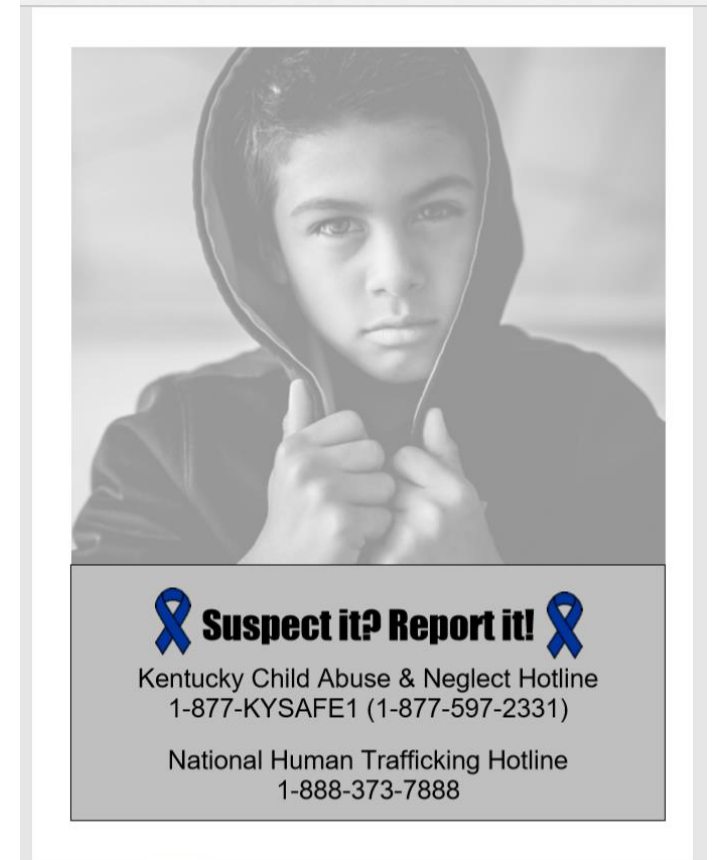
First Aid and CPR Training

Training is not required for all staff. However, 702 KAR 1:160 Section 2(10)(b) states that ***there shall be at least one adult present in the school who is certified in a standard first aid course which includes CPR for infants and children.*** Refer to district policy to determine local training requirements

Statewide Child Abuse and Neglect Hotline Information

- Every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, and the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services.

<https://education.ky.gov/teachers/PD/Pages/childabuseneglect.aspx>



Additional Information...

Can be included in the 4 district PD days	Must be done outside the 4 district PD days	School district determines when the PD occurs (not eligible for PD credit if done during a contract day)
Active Shooter Training	Seizure Disorders Training	Bloodborne Pathogens Training
Suicide Prevention		Physical Restraint and Seclusion
		Child Abuse and Neglect
		First Aid/CPR

Considerations for Effective Professional Development

Professional Development or
Professional Learning?

What does *effective* Professional
Learning look like?

Requirements or Best Practice?

US Department of Education – what
guidance does USED provide?

Professional Development or Professional Learning?

Professional Development:

Develop: grow or cause to grow; to set forth or make clear by degrees or in detail; mature

- Provide information; satisfy contractual requirements
- “One-size-fits-all” workshops for teachers based on the expertise of the individuals delivering the session
- Formal structured learning. Specifically, formal learning is intentionally structured by the organization to improve the employee’s capacity to do his or her work (Marsick & Watkins, 2001).

Professional Learning:

Learn: to gain knowledge or understanding of or skill in (something) by study, experience, or being taught

- Targeted and based on the specific learning needs of the students and school community
- Individualized for the strengths and needs of the teachers
- Sustained and supported through implementation with coaching and follow-up
- Consistently monitored and assessed to evaluate its impact on student learning and adjusted when necessary
- Teachers as learners; Impacts teacher practice

Professional Learning Best Practices...

Traditional PD...

treats teachers as passive learners

is a mile wide and an inch deep

involves no ongoing support

isn't tailored to individual problems of practice

doesn't always include time and space for teachers to reflect on their practice

PL Alternatives...

- Offer PL that is learner-centered and include time for collaboration, feedback and reflection
- “Go deep” into each teacher’s context, prioritizing the *application* of knowledge in instruction instead of only covering generalized topics at random
- Provide follow up soon *after* implementation so teachers can reflect and share what went well and what didn’t
- Commit to differentiating professional development for teachers.
- Have teachers participate as *learners*

Effective Professional Learning...

704 KAR 3:035

"Professional development" means professional learning that is an individual and collective responsibility, that fosters shared accountability among the entire education workforce for student achievement, and: (a) Aligns with Kentucky's Core Academic Standards in 704 KAR 3:303, educator effectiveness standards, individual professional growth goals, and school, school district, and state goals for student achievement; (b) Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations; (c) Occurs among educators who share responsibility for student growth; (d) Is facilitated by school and district leaders, including curriculum specialists, principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders; (e) Focuses on individual improvement, school improvement, and program implementation; and (f) Is on-going. (4)

"Professional development program" means a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice.

The district professional development program:

- sustained, coherent, relevant, and useful PL process
- measurable by indicators
- provides professional learning and ongoing support

Requirements or Best Practice?

"Professional development program" means a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice.

704 KAR 3:035

Standards for Professional Learning	Core elements of each standard
Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none">◦ Engage in continuous improvement◦ Develop collective responsibility◦ Create alignment and accountability
Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<ul style="list-style-type: none">◦ Develop capacity for learning and leading◦ Advocate for professional learning◦ Create support systems and structures
Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none">◦ Prioritize human, fiscal, material, technology, and time resources◦ Monitor resources◦ Coordinate resources
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none">◦ Analyze student, educator, and system data◦ Assess progress◦ Evaluate professional learning
Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none">◦ Apply learning theories, research, and models◦ Select learning designs◦ Promote active engagement
Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	<ul style="list-style-type: none">◦ Apply change research◦ Sustain implementation◦ Provide constructive feedback
Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none">◦ Meet performance standards◦ Address learning outcomes◦ Build coherence

ESSA Definition of Professional Development ESSA Section 8101 (42 A-B)

PROFESSIONAL DEVELOPMENT —The term “professional development” means activities that:

- are an integral part of school and district strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a ***well-rounded education*** and to meet the challenging State academic standards; and
- are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused

Professional development may include activities that:

improve and increase teachers’ knowledge of the academic subjects the teachers teach; understanding of how students learn; and are part of a schoolwide and districtwide educational improvement plan

Improve the ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

advance teacher understanding of effective instructional strategies that are evidence-based

are developed with extensive participation of teachers, principals, other school leaders, parents, and administrators of schools to be served under this Act;

provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom;

Available
Resources from
the Kentucky
Department of
Education

Professional Learning
Bulletin Board

Kentucky Academic
Standards Resources

KDE Multi-Tiered Systems
of Support Resources

KDE Resources...

The Professional Learning Bulletin Board (PLBB) provides Kentucky educators access to post or search for professional learning opportunities offered by the Kentucky Department of Education or other education partners.



PROFESSIONAL LEARNING

BULLETIN BOARD

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Search PLBB:

Advanced Search

Submit

Clear

Available Programs

Date	Program Name	Vendor	Audience	EILA	LOCATION	COST(\$)
07/13/2021	Making Content Accessible for EL Students	KEA	Classified, Other Professional, Principal, Teacher	EILA Approved	Digital	
10/19/2021	Word Mapping Strategy	Central Kentucky Educational Cooperative - Lexington, KY	Classified, Other Professional, Principal, Teacher	EILA Approved	231 Fortune Drive, Lexington, KY	Costs required
07/20/2021	Give them something to talk about? Bring numbers talks to life in Elementary classroom.	KEA	Classified, Counselor/School Psychologist, Other Professional, Principal, Teacher	EILA Approved	Digital	
07/15/2021	Kentucky History Education Conference	Kentucky Historical Society	Principal, Teacher	No EILA Proposal	Digital	Costs required
06/24/2021	Productive Struggle in Math Intervention? VHS	KEA	Classified, Counselor/School Psychologist, Other Professional, Principal, Teacher	EILA Approved	Digital	
10/05/2021	Interactive Computer Simulations to Support Three Dimensional Learning in Grades 6-8 Science Classrooms	PIWISER	Other Professional, Teacher	No EILA Proposal	EKL 447, Jfk	
06/28/2021	Using Questioning to Identify Understanding Gaps in Grades 6-12 Science	PIWISER	Other Professional, Teacher	No EILA Proposal	Digital	
07/14/2021	Formative Assessment in the Secondary Science Classroom	PIWISER	Other Professional, Teacher	No EILA Proposal	Digital	
07/15/2021	Grow Your Own Programs: Building a Local Teacher Pipeline	KEA	District Personnel, Other Professional, Principal, Teacher	EILA Approved	Digital	
07/13/2021	Navigation DBIS: A Q&A/DBIS Assessment	Kentucky Department of Education	Counselor/School Psychologist, District Personnel, Other Professional, Principal	EILA Approved	Digital	

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Always on

Asynchronous, Digital PL

Program Name	Vendor	Audience	EILA	Link
Understanding our Role when Interacting with Students with Learning Disabilities	NKCES	Classified	EILA Approved	https://www.youtube.com/watch?v=66WU9A9LVS4&feature=youtu.be

PROFESSIONAL LEARNING

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07/20/2021	Give them something to talk about? Bring numbers talks to life in Elementary classroom.	KEA	Classified, Counselor/School Psychologist, Other Professional, Principal, Teacher	EILA Approved	 Digital	
07/15/2021	Kentucky History Education Conference	Kentucky Historical Society	Principal, Teacher	No EILA Proposal	 Digital	 Costs required

'Always on' Asynchronous, Digital PL

Program Name	Vendor	Audience	EILA	Link	COST(\$)
<u>Understanding our Role when Interacting with Students with Learning Disabilities</u>	NKCES	Classified	EILA Approved	https://www.youtube.com/watch?v=66NWUYA09LY&feature=youtu.be	
<u>"Approved Remediation PD"</u>	Renew a Teaching License by Professional Learning Board	Teacher	No EILA Proposal	https://renewateachinglicense.com/member/cart-cat/ky-kentucky-approved-remediation-courses	 Costs required
<u>"It's LIT! (and science, math, and history, too!) Virtual Learning Resources from PBS LearningMedia" in KET's Virtual Learning Series</u>	Kentucky Educational Television (KET)	Parent/Guardian, Teacher	No EILA Proposal	https://www.ket.org/education/resources/virtual-learning-series/	
<u>'Literacy' vs. 'literacy' What's the Difference</u>	Kentucky Department of Education	Teacher	No EILA Proposal	https://www.youtube.com/watch?v=ZnoORihMzFO&feature=youtu.be	
<u>100 Days of Professional Learning</u>	NCTM	Counselor/School Psychologist, District Personnel, Other Professional, Parent/Guardian, Principal, Teacher	No EILA Proposal	https://www.nctm.org/online-learning/Webinars/List?status=recording	
<u>24th Annual Virtual Kids Are Worth It! Conference</u>	Prevent Child Abuse Kentucky	Classified, District Personnel, Other Professional, Parent/Guardian, Teacher	No EILA Proposal	https://events.pcaky.org/cgi/page.cgi?event_id=201&_id=20&action=new	 Costs required

Resources to Support Standards Implementation

Misty Higgins & Carrie McDaniel

Professional Learning Coordinators

Division of Program Standards



KY Standards

Your home for Kentucky Academic Standards.

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Kentucky Academic Standards

The Future Belongs To Those Who See Possibilities Today

[EXPLORE YOUR STANDARDS](#)[YOUR STANDARDS RESOURCES](#)



Kentucky Academic Standards for Reading & Writing



Kentucky Academic Standards for Mathematics



Kentucky Academic Standards for Social Studies



Kentucky Academic Standards for Science



Kentucky Academic Standards for Health Education and Physical Education



Kentucky Academic Standards for Visual and Performing Arts



Kentucky Academic Standards for Computer Science



Kentucky Academic Standards for Career Studies and Financial Literacy



Kentucky Academic Standards for Library Media



Kentucky Academic Standards for Technology



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General Resources



Standards Implementation Guidance Documents



Model Curriculum Framework



Professional Learning Modules



Breaking Down a Standard Resources



Assignment Review Protocols



Student Assignment Library



High-Quality Instructional Resources



Standards Family Guides & Resources



Course Codes Standards Documents



Adjusting Curriculum for Acceleration

Content Area Resources



Reading & Writing Resources



Mathematics Resources



Social Studies Resources



Science Resources



Health Education & Physical Education Resources



Visual and Performing Arts Resources



Computer Science Resources



Career Studies & Financial Literacy Resources

Resources for Professional Learning

- Characteristics of High-Quality Professional Learning
- Resources for School and District Leaders
- Resources for Teachers
- Resources for Families

Characteristics of High-Quality Professional Learning



Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment with the characteristics below.

Aligned with state academic standards, school and/or district goals, and other professional learning activities: Professional learning is more likely to be effective if it is part of a coherent program. Alignment helps build common goals and shared vocabulary to sustain instructional improvements. It reduces confusion and uncertainty about what to teach and how to teach using evidence-based practices to support instruction.

Is content-focused: Professional learning that focuses on teaching strategies associated with specific content curriculum supports teacher learning within their classroom contexts. This includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as reading and writing, mathematics, science or social studies.

Incorporates active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same learning experiences they are designing for their students. It should utilize authentic artifacts, interactive activities and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture-based and have no direct connection to teachers' classrooms and students.

Uses models and modeling of effective practice: Models and modeling of instruction provide teachers with a clear vision of what best practices look like. Models may include, but are not limited to, lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.

Supports collaboration, typically in job-embedded contexts: HQPL creates space for teachers to share ideas and collaborate in their learning, often in a job-embedded context that relates new instructional strategies to teachers' students and classrooms. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district. Professional Learning Communities (PLCs) offer a collaborative, job-embedded model that can be a source of efficacy and confidence for teachers and result in widespread improvement within and beyond the school level.

Provides coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.

Offers feedback and reflection: HQPL frequently provides built-in time for teachers to intentionally think about, receive input on and make changes to their practice by facilitating reflection and soliciting feedback.

Is sustained and continuous: HQPL provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time.

Supporting Standards Implementation

Resources for School and District Leaders

Resources for Leadership

- [General Standards Implementation Guidance Document](#)
- [Model Curriculum Framework](#)
- [Professional Learning Topic Studies](#)
- [Balanced Assessment Leadership Modules](#)



Kentucky Academic Standards (KAS)

General Resources to Support Implementation

What resources are available to my school or district to support aligning our local curriculum to the Kentucky Academic Standards?

❑ [Curriculum Development Process in the Model Curriculum Framework](#)

This section of the *Model Curriculum Framework* is designed for school and district leaders to provide guidance on developing and implementing a systematic process for translating standards into a coherent, high-quality curriculum. This approach focuses on three crucial phases: Planning and Professional Learning, Developing the Curriculum, and Implementing and Monitoring the Curriculum. **Appendix A contains a toolkit of resources to support this process.**

❑ [Curriculum Design and Implementation Guidance Professional Learning Module](#)

This module provides a high-level overview of the Curriculum Development Process outlined in the *Model Curriculum Framework*. The module takes a closer look at the role of standards, curriculum and instructional resources, explains the role of School Based Decision-Making Council (SBDM) in curriculum development at the local level and analyzes the phases of the curriculum development process. Resources for this module include a [video](#), accompanying [PowerPoint](#) and a link to a [materials folders](#) containing all participant handouts.

What resources are available to support implementation of effective Professional Learning Communities (PLCs) in my school or district?

❑ [Professional Learning Communities in the Model Curriculum Framework](#)

This section of the *Model Curriculum Framework* is designed to provide guidance on creating a culture of continuous improvement through the implementation of Professional Learning Communities (PLCs). It takes a closer look at the rationale for the need for PLCs as well as providing clarity on the ongoing work of the PLC process. In addition, this section provides guidance to school and district leaders on implementation and to teachers in being effective members of a highly effective PLC. **Appendix B and C contain a toolkit of resources to support this work.**

❑ [Building a Culture of Learning Topic Study](#)

This study allows educators an opportunity to dig deeper into how Professional Learning Communities (PLCs) can help build a culture of learning in schools and districts. The goal of the study is to develop a common understanding of the benefits of and the work that defines the PLC process, the role of school and district leaders in supporting and implementing PLCs, and what it means to be a teacher in an effective PLC.



Kentucky Department of Education
**Model Curriculum
Framework**

Model Curriculum Framework

- I. Introduction: The Role of Standards, Curriculum and Instructional Resources**
- II. Curriculum Development Process**
 - A. Phase 1: Preparing for the Curriculum Development Process
 - B. Phase 2: Planning and Professional Learning
 - C. Phase 3: Developing the Curriculum
 - D. Phase 4: Implementing and Monitoring the Curriculum
- III. Professional Learning Communities**
 - A. The Need for PLCs
 - B. Clarity in PLCs
 - C. Role of Leadership in Supporting PLCs
 - D. Role of Teachers in Effective PLCs
- IV. Balanced Assessment**
 - A. Comprehensive Balanced System of Assessments
 - B. Formative Assessment Process
 - C. Learning Goals and Success Criteria
 - D. Eliciting Evidence of Student Learning
 - E. Interpreting Evidence of Student Learning
 - F. Acting on Evidence of Student Learning
- V. Evidence-based Instructional Practices (coming soon)**
- VI. Appendix**
 - A. Curriculum Development Process Toolkit
 - B. PLC Leadership Toolkit
 - C. PLC Teacher Toolkit
 - D. Balanced Assessment Modules

Professional Learning Topic Studies

- Available Topic Studies Include:
 - Assessment Playbook for Distance and Blended Learning
 - Distance Learning Playbook for School Leaders
 - Distance Learning Playbook Study
 - Building a Culture of Learning (PLCs)
 - Clarity for Learning

The Assessment Playbook for Distance and Blended Learning Study Learning Plan

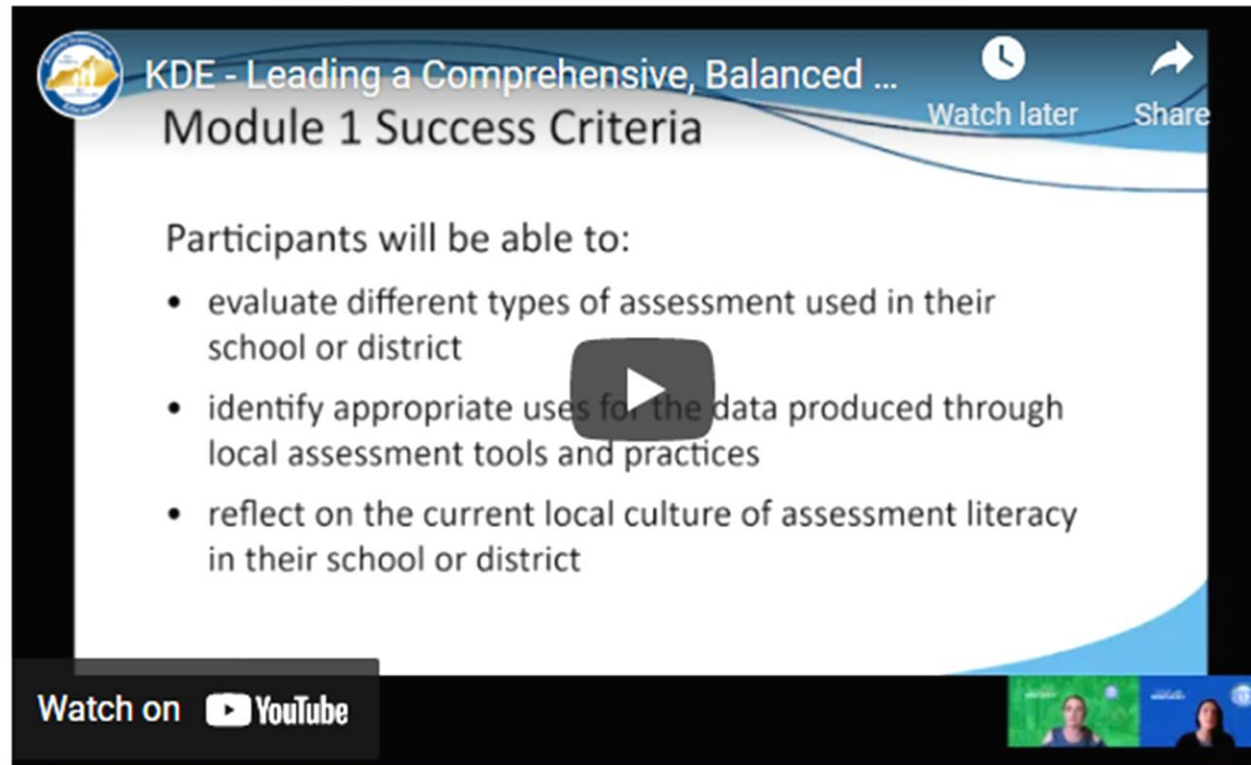
Topic	Purpose	Watch and Read	Reflect and Respond	Extend
Assessment Cookies	<p>Learning Goal: We are learning about enduring concepts (also known as “assessment cookies”) related to assessment to help us make decisions about assessments.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can design assessments that mirror the appropriate difficulty and complexity of the standards. I can clarify and share the learning goals and success criteria with my students. I can utilize the learning goals and success criteria to align with the assessments I create. I can identify the appropriate time and place for administering each assessment based on its purpose in distance and blended learning settings. I can design assessments to measure what has been taught, aligned to the Kentucky Academic Standards. I can design an assessment that will inform my students and me about next steps. I can determine the appropriate scale of each assessment based on where students are in their phases of learning (surface, deep and transfer). I can communicate the value of valid assessment to parents. 	<p>Watch:</p> <ul style="list-style-type: none"> Introduction to the Assessment Playbook Study Opening Live Session with Doug Fisher <p>Read:</p> <ul style="list-style-type: none"> Introduction (pp. 1-3) Section 1 (pp. 5-29) <p>Watch:</p> <ul style="list-style-type: none"> Month 1 Synchronous Meeting Recording Month 1 Synchronous Meeting Slides Presentation Month 1 Wrap Up Video Month 1 Wrap Up Video Slides Presentation 	<p>All Participants Respond</p> <p>What are some ways you currently assess student learning in the distance and blended settings? What are some successes you've had, challenges you have faced and solutions to those challenges regarding student assessment?</p> <p>Choose 1 of the 3</p> <ol style="list-style-type: none"> As a school or district leader, how might you utilize existing structures or processes to build teacher capacity around sound assessment practices? What professional learning may be needed to support teachers in designing assessments aligned to the standards, learning goals and success criteria? Why is it so important to assess what has actually been taught in the classroom? When designing assessments, how can developing learning goals and success criteria from the standards support better alignment between instruction and assessment from a student, teacher and leader standpoint? The text offers several “assessment cookies” to keep in mind when designing assessment. Which do you currently utilize? Which ones might you need to add to your assessment design toolbox and why? 	<p>A Family's Guide to Understanding Assessment from KDE</p> <p>Breaking Down a Standard Protocols</p> <p>Meaningful Learning Goals and Success Criteria Checklist</p> <p>Module 3 - Clarifying and Sharing Learning Goals and Success Criteria from KDE and WestEd:</p> <ul style="list-style-type: none"> PowerPoint Facilitator's Guide

Balanced Assessment Leadership Modules

- Consists of three modules:
 - Module 1 - Leading a Comprehensive Balanced System of Assessments
 - Module 2 - Leading for Formative Assessment
 - Module 3 - Leadership Toolkit

Assessment Leadership Trainings

Module 1: Comprehensive, Balanced Systems of Assessment



KDE - Leading a Comprehensive, Balanced ...
Module 1 Success Criteria

Watch later Share

Participants will be able to:

- evaluate different types of assessment used in their school or district
- identify appropriate uses for the data produced through local assessment tools and practices
- reflect on the current local culture of assessment literacy in their school or district

Watch on YouTube

The image shows a YouTube video player. At the top left is the KDE logo. The title is 'KDE - Leading a Comprehensive, Balanced ... Module 1 Success Criteria'. To the right of the title are icons for 'Watch later' and 'Share'. The main content area lists three bullet points under the heading 'Participants will be able to:'. A large play button is centered over the text. At the bottom left is a 'Watch on YouTube' button. At the bottom right are two small video thumbnails showing people.

 Module 1 Facilitation Guide

 Module 1 PowerPoint

Resources for Leadership

Which of these might support your work with school and district leaders?

How might you utilize them in your role?

- General Standards Implementation Guidance Document
- Model Curriculum Framework
- Professional Learning Topic Studies
- Balanced Assessment Leadership Modules


Supporting Standards Implementation


Resources for Teachers


Resources for Teachers


- [Getting to Know the KAS Modules](#)
- [Breaking Down a Standard Resources](#)
- [Assignment Review Protocols and Student Assignment Library](#)


Getting to Know Your KAS Modules

 Facilitator's Guide: Getting to Know the KAS for Reading & Writing

 Getting to Know the KAS for Reading & Writing Module

 Module at a Glance: Getting to Know the KAS for Reading & Writing

 Facilitator's Guide: Getting to Know the KAS for Mathematics


 Getting to Know the KAS for Mathematics Module


 Module at a Glance: Getting to Know the KAS for Mathematics


 Facilitator's Guide: Getting to Know the KAS for Social Studies


 Getting to Know the KAS for Social Studies Module


 Module at a Glance: Getting to Know the KAS for Social Studies


 Facilitator's Guide: Getting to Know the KAS for Health Education & Physical Education


 Getting to Know the KAS for Health Education & Physical Education Module


 Module at a Glance: Getting to Know the KAS for Health Education & Physical Education

 Facilitator's Guide: The Kentucky Academic Standards for Science: An Overview Module

 The Kentucky Academic Standards for Science: An Overview Module

 Module at a Glance: The Kentucky Academic Standards for Science: An Overview

 Facilitator's Guide: Getting to Know the KAS for Career Studies & Financial Literacy

 Getting to Know the KAS for Career Studies & Financial Literacy Module

Breaking Down a Standard Resources

How can you ensure alignment of instruction and assessment to the intended depth of the standards? The purpose of this protocol is to guide teachers through a process for utilizing the components within the *KAS* documents to gain greater clarity in what the standards are asking students to know and be able to do in order to meet grade-level expectations. Breaking down a standard resources are available for reading and writing, mathematics and science.



Breaking Down a Reading & Writing Standard



Breaking Down a Mathematics Standard



Breaking Down a Science Standard

Student Assignment Library

The Student Assignment Libraries provides examples of student tasks that are weakly, partially and strongly aligned to standards. The assignments can be used with the [Assignment Review Protocol](#) to develop a better understanding of the tool and how it can be applied to a teacher's own work. Please select a content area to begin.



[Reading & Writing Student Assignment Library](#)



[Mathematics Student Assignment Library](#)



[Social Studies Student Assignment Library](#)

Resources for Teachers

- Getting to Know the KAS Modules
- Breaking Down a Standard Resources
- Assignment Review Protocols and Student Assignment Library

Which of these
might support your
work with
teachers?

How might you
utilize them in your
role?

Standards Resources

General Resources



Standards Implementation Guidance Documents



Model Curriculum Framework



Professional Learning Modules



Breaking Down a Standard Resources



Assignment Review Protocols



Student Assignment Library



High-Quality Instructional Resources



Standards Family Guides & Resources



Course Codes Standards Documents



Adjusting Curriculum for Acceleration

Content Area Resources



Reading & Writing Resources



Mathematics Resources



Social Studies Resources



Science Resources



Health Education & Physical Education Resources



Visual and Performing Arts Resources



Computer Science Resources



Career Studies & Financial Literacy Resources

Supporting Standards Implementation

Resources for Families

Resources for Families

- [Standards Family Guides](#)
- [A Family's Guide to Understanding Assessment](#)

Standards Family Guides & Resources

Standards Family Guides

The *Kentucky Academic Standards (KAS)* Family Guides have been developed to help families familiarize themselves with the content of each grade level's standards. Each guide contains a standards overview for Reading & Writing, Mathematics, Science and Social Studies.

 [Kindergarten KAS Family Guide](#)

 [Kindergarten KAS Family Guide \(Spanish\)](#)

 [Grade 1 KAS Family Guide](#)

 [Grade 1 KAS Family Guide \(Spanish\)](#)

 [Grade 2 KAS Family Guide](#)

 [Grade 2 KAS Family Guide \(Spanish\)](#)

 [Grade 3 KAS Family Guide](#)

 [Grade 3 KAS Family Guide \(Spanish\)](#)

 [Grade 4 KAS Family Guide](#)

 [Grade 4 KAS Family Guide \(Spanish\)](#)

 [Grade 5 KAS Family Guide](#)

 [Grade 5 KAS Family Guide \(Spanish\)](#)

 [Grade 6 KAS Family Guide](#)

 [Grade 6 KAS Family Guide \(Spanish\)](#)

 [Grade 7 KAS Family Guide](#)

 [Grade 7 KAS Family Guide \(Spanish\)](#)

 [Grade 8 KAS Family Guide](#)

 [Grade 8 KAS Family Guide \(Spanish\)](#)

 [High School KAS Family Guide](#)

 [High School KAS Family Guide \(Spanish\)](#)

a Family's Guide to Understanding Student Assessment

This guide was made to help families understand how assessment can support student learning. You will find information about different types of assessment your student might engage in and how each can help your student meet learning goals. This guide includes questions that you can ask your student and their teacher to help you support learning at home. When teachers and families work together, students can develop the skills they will need for life after graduation. *If you have questions about this information, please contact your student's teacher.*

What Is Assessment?



Assessment is not just a test – we use a lot of different assessment tools and strategies to get different kinds of information about learning for each child, school, and district.



There are different types of assessment that are designed for different purposes and support different decisions about student learning.

Why Do We Assess?



School leaders, teachers, parents, and students need information that gives a full picture of how students are doing so that they can make good decisions about student learning.



School leaders need information to understand how a classroom, school, or district is doing so that they can make decisions about things such as professional development and staffing.



Teachers need information about the progress their class is making toward end-of-year expectations so that they can make decisions about what they might need to change in upcoming instruction.



Students and teachers need ongoing information in the classroom to help them decide where to go next in learning.

Understanding the types of assessment your student engages in and what the information provided tells you about your student's learning can support you to have meaningful conversations with your student and their teacher about supporting learning at home.



Pause and Reflect

What other resources may be needed to support standards implementation?

Questions?

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Resources to Support Kentucky's Multi-Tiered System Of Supports (KyMTSS)

Jan Sellers

MTSS Coordinator

Division of Program Standards



KyMTSS
Multi-Tiered System of Supports

Definition

Kentucky's statewide MTSS framework (KyMTSS) is defined as a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.

Communicate a Common Message

<https://kymtss.org>



KDE's Vision and KyMTSS

The vision of the Kentucky Department of Education (KDE), "each and every student empowered and equipped to pursue a successful future", sets the focus for the work of the agency and is also the goal of an integrated MTSS. The essential elements of KyMTSS align with this vision and the KDE core values of equity, achievement, collaboration and integrity as outlined in the [2018-2023 Strategic Plan](#).



Supporting MTSS Implementation

Resources for MTSS Coordinators and MTSS Leadership Teams

Resources

KyMTSS.org

- Definition
- Purpose
- 6 Essential Elements
 - [Equitable Access & Opportunity](#)
 - [Collaborative Problem Solving Teams](#)
 - [Tiered Delivery System with a Continuum of Supports](#)
 - [Data-Based Decision Making with a Comprehensive Screening and Assessment System](#)
 - [Evidence-Based Instruction, Intervention and Supports](#)
 - [Family, School and Community Partnerships](#)
- Resource library


kymtss.org



Sign up for the KyMTSS Newsletter!  [Contact Us](#)

[Home](#) [Overview](#) [Why KyMTSS?](#) [Essential Elements](#) [Resource Library](#) [Search](#)

 COVID-19 MTSS Resources



Each and *every* student
empowered and equipped
for a successful future.


Kentucky's Multi-Tiered System of Supports (KyMTSS)

TEAM
KENTUCKY



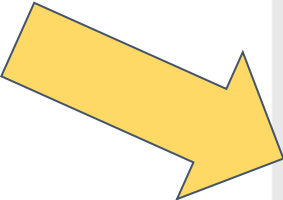


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Definition

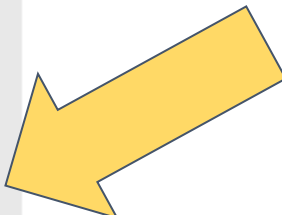
KyMTSS is a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.



KyMTSS Overview

Purpose

KyMTSS promotes the integration of systems-level approaches and state/district/school initiatives under one comprehensive framework to more efficiently use resources while focusing on improving outcomes for every student.



Why KyMTSS?



Overview of the KyMTSS System

What is KyMTSS?

KyMTSS is a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.

What do the components of the KyMTSS graphic represent?

The Equitable Access and Opportunity component surrounds the framework to represent the intentional commitment to equity embedded within all components of KyMTSS.

At the center of the model is the familiar triangle representing the Tiered Delivery System with a continuum of supports designed to meet the academic, behavioral and social-emotional needs of all students.

Collaborative Problem-Solving Teams, the strategic use of Data-Based Decision Making within a comprehensive screening and assessment system, Evidence-Based Instruction, Intervention and Supports, and Family, School and Community Partnerships surround the triangle to show that they are interconnected and address the needs of the whole learner at each level of the system.



Crosswalk: KyMTSS/PBIS/ISF

	Response to Intervention (RTI)	Positive Behavioral Interventions and Supports (PBIS)	Interconnected Systems Framework (ISF)
Foundational	<ul style="list-style-type: none"> 1. Establish a vision and mission statement for the school/district. 2. Establish a culture of continuous improvement. 3. Establish a system of data collection and analysis. 4. Establish a system of communication and collaboration. 5. Establish a system of professional development. 6. Establish a system of evaluation and assessment. 	<ul style="list-style-type: none"> 1. Establish a vision and mission statement for the school/district. 2. Establish a culture of continuous improvement. 3. Establish a system of data collection and analysis. 4. Establish a system of communication and collaboration. 5. Establish a system of professional development. 6. Establish a system of evaluation and assessment. 	<ul style="list-style-type: none"> 1. Establish a vision and mission statement for the school/district. 2. Establish a culture of continuous improvement. 3. Establish a system of data collection and analysis. 4. Establish a system of communication and collaboration. 5. Establish a system of professional development. 6. Establish a system of evaluation and assessment.
Implementation	<ul style="list-style-type: none"> 1. Implement a system of data collection and analysis. 2. Implement a system of communication and collaboration. 3. Implement a system of professional development. 4. Implement a system of evaluation and assessment. 	<ul style="list-style-type: none"> 1. Implement a system of data collection and analysis. 2. Implement a system of communication and collaboration. 3. Implement a system of professional development. 4. Implement a system of evaluation and assessment. 	<ul style="list-style-type: none"> 1. Implement a system of data collection and analysis. 2. Implement a system of communication and collaboration. 3. Implement a system of professional development. 4. Implement a system of evaluation and assessment.

KyMTSS Crosswalk Document

The purpose of this document is to provide clarity to educators (e.g., leadership teams, administrators, teachers, implementation support staff, etc.) on how Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) and the Interconnected Systems Framework (ISF) share foundational components and are integrated under the overarching framework of Kentucky Multi-Tiered System of Supports (KyMTSS).

Crosswalk: KyMTSS/RTI/PBIS/ISF

	Response to Intervention (RTI)	Positive Behavior Intervention and Supports (PBIS)	Integrated Systems Framework (ISF)	Kentucky's Multi-Tiered System of Supports (KyMTSS)
Overview	<p>Response to Intervention (RTI) is defined in KY regulation as a multi-level prevention system to maximize student achievement and social and behavioral competencies through an integration of assessment and intervention. (704 KAR 3:095)</p> <p>Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.</p> <p>Source: National Center on Response to Intervention</p>	<p>Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.</p> <p>It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021).</p>	<p>The Interconnected Systems Framework (ISF) is an approach to building a single system of social-emotional behavioral (SEB) supports in schools.</p> <p>Integrating PBIS and school mental health, the ISF applies the core features of MTSS to intentionally integrate mental health, community, school and family partners through a single system of support.</p> <p>Source: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports</p>	<p>Kentucky's MTSS framework (KyMTSS) is defined as a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.</p> <p>KyMTSS promotes the integration of state/district/school initiatives and systems-level approaches to efficiently use resources while focusing on improving outcomes for every student.</p>
Components	<ol style="list-style-type: none"> 1. School-wide, multi-level instructional and behavioral system 2. Universal screening 3. Progress monitoring 4. Data-based decision-making 	<ol style="list-style-type: none"> 1. Team based approach 2. Data-based problem solving and decision making (at all tiers) 3. Multi-tiered continuum of supports 4. Evidence-based instruction, intervention and assessment 5. Universal screening and progress monitoring 6. Family, school and community partnerships 	<ol style="list-style-type: none"> 1. Integrated teams (includes community mental health providers) 2. Expanded use of school data (e.g., attendance, grades, discipline data) as well as community data as indicators of mental health 3. Formal process for selection of evidence-based practices purposefully includes all clinical services/ interventions 4. Comprehensive screening for early identification (includes internalizing and externalizing needs) 5. Progress monitoring (fidelity and impact) 6. Professional development and coaching at both the systems & practices level for both school and community employed professionals 	<ol style="list-style-type: none"> 1. Collaborative Problem-Solving Teams that includes shared leadership, collaboration and communication) 2. Data-Based Decision Making with a comprehensive screening and assessment system 3. Tiered Delivery System with continuum of supports 4. Selection of Evidence-based Instruction, Intervention and Supports 5. Equitable Access and Opportunity 6. Family, School and Community Partners



Why KyMTSS?

Purpose

KyMTSS promotes the integration of systems-level approaches and state/district/school initiatives under one comprehensive framework to more efficiently use resources while focusing on improving outcomes for every student.

- ▶ Response to Intervention (RTI), Positive Behavior Interventions and Supports (PBIS) and the integration of school mental health and PBIS (ISF) are examples of multi-tiered systems that are integrated under the overarching framework of KyMTSS.
- ▶ Social-emotional learning, trauma-informed practices, culturally responsive teaching, school mental health and bully-free schools are just a few examples of initiatives that are supported under the comprehensive framework of KyMTSS.

Benefits of KyMTSS

- ▶ Allows for a more effective, efficient, equitable and sustainable use of resources.
- ▶ Aligns with research that demonstrates the interconnectedness of academic and behavior skills.
- ▶ Provides more seamless support through the use of integrated teams, data, and practices.
- ▶ Reduces initiative overload by utilizing a single, cohesive framework of systems, data and practices.

COVID-19 MTSS Resources



The Six Essential Elements of KyMTSS

KyMTSS has identified six interconnected components as essential to the implementation and sustainability of an effective MTSS framework.



Equitable Access and Opportunity



Tiered Delivery System with a Continuum of Supports



Collaborative Problem-Solving Teams



Data-Based Decision Making w/ Comprehensive Screening & Assessment



Evidence-Based Instruction, Intervention and Supports



Family, School and Community Partnerships

COVID-19 MTSS Resources



Equitable Access & Opportunity

Overview

Kentucky's Multi-Tiered System of Supports (KyMTSS) is a framework that organizes the systems, data and practices to promote positive, equitable and inclusive learning experiences for all students. According to the Council of Chief State Schools Officers (CCSSO, 2017), educational equity "means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income."

Why It's Essential...

A commitment to equitable access and opportunity is essential to improve outcomes for every learner. For all students to achieve at high levels, they must be able to access the full range of opportunities and resources that contribute to student success. Leadership teams intentionally address unacceptable outcomes for historically underrepresented populations through a strategic use of evidence-based practices, analysis of data and data-based problem solving.

Key Features

Systems

- Leadership teams are representative of the students and community they serve and include key stakeholders such as students, family and community partners who advocate for and contribute to creating culturally responsive policies and values for the district and school.
- Leadership teams ensure every student has access to grade-level appropriate learning experiences aligned to the Kentucky Academic Standards, a guaranteed and viable curriculum, highly qualified teachers, high-quality instructional resources and tools and the full range of supportive services that ensure their health and well-being.
- Leadership teams use a consistent data-based decision-making process to remove barriers to learning and allocate funding and resources (people, materials, training, time, etc.) that are equitably distributed based on identified student and school needs.
- Districts and schools provide ongoing professional learning opportunities so educators become aware of how their unique life experiences and assumptions about ability and potential based on gender, race, ethnicity, social class, disability and/or English language proficiency can create barriers to success in classrooms and schools.
- Professional development and coaching are intentional and ongoing to help teachers evaluate, explore and expand their instructional practices to meet the needs of diverse learners.

Data

- Data is analyzed at the district and school level to identify and address inequities in funding, student access to highly effective teachers, access to high quality curriculum and instructional practices, school disciplinary practices and other supportive resources such as technology.
- Multiple sources of data are gathered and disaggregated to evaluate and monitor equity in student outcomes at the systems and student level. For example:
 - Office referrals;
 - Suspensions;
 - Universal screening;
 - Academic achievement and growth;
 - Early warning systems;
 - Surveys;
 - Graduation rates; and
 - Students enrolled in advanced or dual credit courses.

Practices

- Current policies, programs and practices are examined for explicit and implicit biases, and plans are developed that address academic, social-emotional and behavioral expectations, access to learning opportunities, high-quality instruction, resource allocation and accountability to achieve educational equity.
- Schools intentionally create a positive school climate that encourages inclusion and promotes respect of the identities and cultures of the learners and families served.
- Practices, instructional resources and the environment purposefully reflect the images and experiences of all students.
- Instruction and intervention practices are designed to be responsive to the diverse backgrounds represented by the students and the community.

Resources and Tools

Visit the Resources for Equitable Access & Opportunity webpage for key resources to help in the implementation of this component!

Resources for Collaborative Problem Solving Teams



Key Resources

- ▶ [Working Smarter Matrix](#)
- ▶ [Teaming Structures](#)
- ▶ [Annual Plan of Action Template](#)

Additional Resources

Alignment

- ▶ [Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts](#)
- ▶ [Initiative Inventory](#)
- ▶ [Integrating Social and Emotional Learning Throughout the School System](#)
- ▶ [Trauma-Informed Teams \(KDE\)](#)

Team Structures

- ▶ [Team Roles and Responsibilities](#)
- ▶ [Sample Meeting Agenda – KYABRI](#)
- ▶ [Team Initiated Problem Solving \(TIPS\) Brief](#)

Responsibilities

- ▶ [Communication Plan Worksheet](#)
- ▶ [Track Your District's Progress in Promoting SEL Implementation – CASEL](#)
- ▶ [Tools to Support Intensive Intervention Data Meetings](#)
- ▶ [PLC Section: Model Curriculum Framework \(KDE\)](#)

Resources for Equitable Access & Opportunity



Key Resources

- ▶ [Engaging Instruction to Increase Equity in Education](#)
- ▶ [Culturally Relevant Instruction Strategies](#)
- ▶ [Addressing Equity Through Student and Family Voice in Classroom Learning](#)

Additional Resources

Practices

- ▶ [A Guide to Evidence-Based Practices for Teaching All Student Equitably](#)
- ▶ [PBIS Culturally Responsive Field Guide](#)
- ▶ [Guidance on How Districts Can Facilitate Conversations About Race-based Stress and Trauma](#)
- ▶ [Selected Resources on Race & Equity](#)
- ▶ [Resources and Strategies for Gap Closure – KDE](#)

Systems

- ▶ [PBIS Disproportionality Policy Guidebook](#)
- ▶ [Key Core Work Process 6: Establish Learning Culture and Environment – KDE](#)
- ▶ [Equitable Access to Effective Educators – KDE](#)

Data

- ▶ [School Equity Profile – FL PBIS](#)
- ▶ [Wisconsin RTI Center Risk Ratio Module](#)
- ▶ [Risk Ratio Calculator- Wisconsin RTI Center](#)

Resources for MTSS

KyMTSS.org

- Definition
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 - Data-Based Decision Making with a Comprehensive Screening and Assessment System
 - Evidence-Based Instruction, Intervention and Supports
 - Family, School and Community Partnerships
- Resource library

Which of these might support your work with school and district leaders?

How might you utilize them in your role?

Questions?

Jan Sellers - MTSS Coordinator
jan.sellers@education.ky.gov

Feedback and EILA Credit

Please scan the QR code or access the link for a brief survey regarding this training! EILA credit is available and can be requested via the code/link.



<https://forms.office.com/r/K30UmHZywi>

More Resources and Information...

Kentucky Academic Standards

- <https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>

MTSS

- <https://kymtss.org>

CDIP and CSIP Guidance

- <https://education.ky.gov/school/csip/Pages/default.aspx>

Professional Learning Bulleting Board

- <https://applications.education.ky.gov/PLBB/Home/PLBBHome>

Professional Learning Standards

- <https://education.ky.gov/teachers/PD/Pages/Professional-Development-Standards.aspx>

Continuous Improvement Resources

- <https://education.ky.gov/school/stratclsgap/Pages/default.aspx>